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AFTER
HIGH
SCHOOL ---
WHAT?

ALABAMA COLLEGE
The State College for Women
BULLETIN



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After High School---What?

*Interim Report on a Follow-up
Study of 1939-40 and 1940-41
Graduates and Drop-outs of Six
Typical Alabama High Schools*

BY

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Bulletin entered as second-class matter
at the postoffice, Montevallo, Alabama

Bulletin Published Quarterly
by

ALABAMA COLLEGE
MONTEVALLO, ALABAMA

Vol. XXXVII, No. 2

October, 1944

Total Number 152

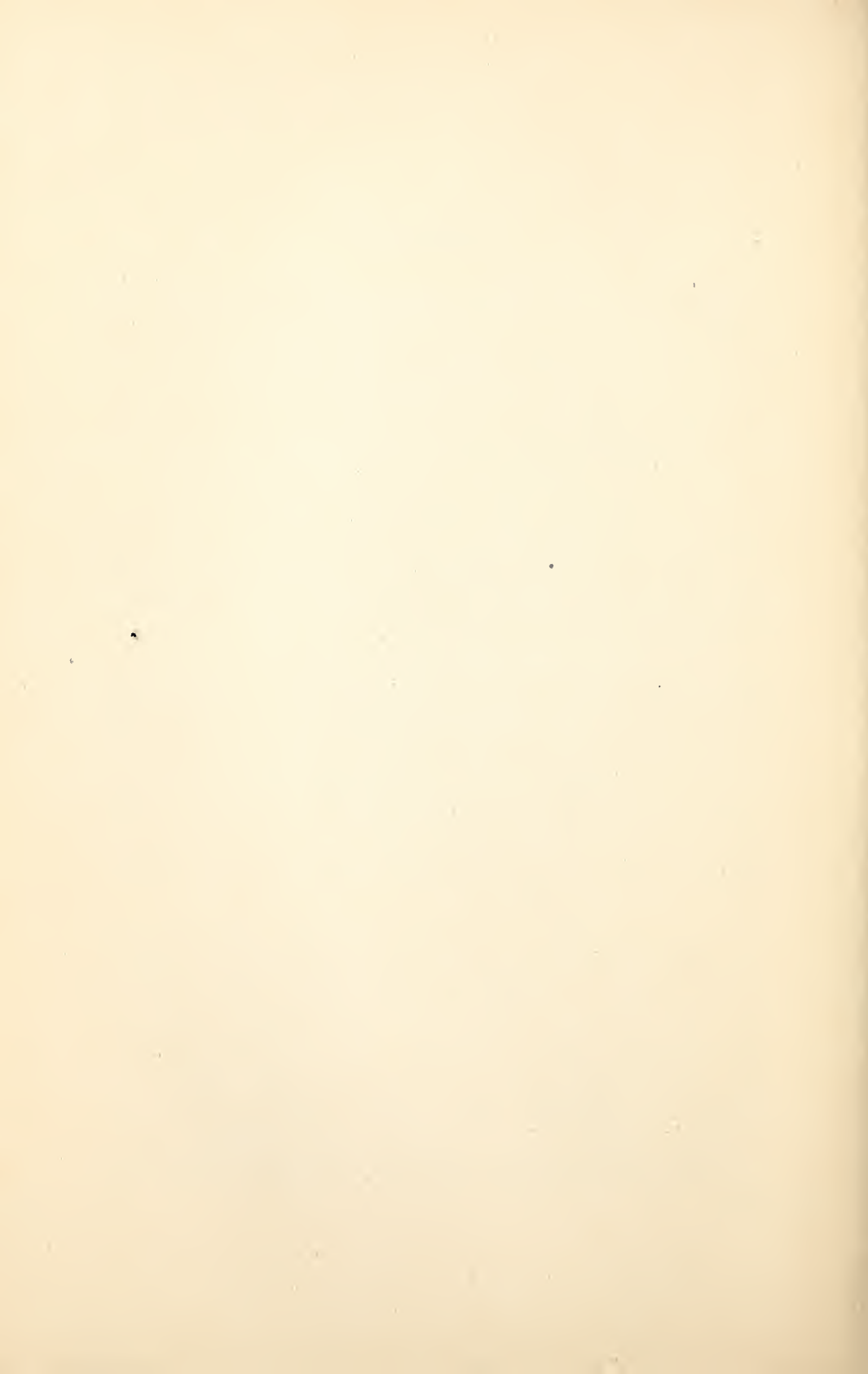
FOREWORD

The Vocational Advisory Service at Alabama College began in 1940 a five-year follow-up study of graduates and drop-outs of six typical Alabama high schools. The purpose of this study was twofold. No really authentic information was available as to the types of work which high-school boys and girls in Alabama were able to secure on leaving school and this information was needed by the Vocational Advisory Service in carrying on its work. It was also felt desirable to secure information as to the reactions of graduates and drop-outs to their high school preparation, with the possibility these might indicate changes in curriculum. The study was planned to be carried on for five consecutive years, but summaries by schools were prepared of the data secured each year as a study of current conditions. These annual summaries were furnished to the respective schools for immediate use.

Two years of this study were completed when war conditions made follow-up practically impossible, not only because a large proportion of the boys were in the armed services but also because the girls were shifting about. The study was therefore abandoned for the duration of the war. Since the data for the first year out of high school for the 1939-40 and 1940-41 groups reflect rather similar conditions, but circumstances that will probably not be comparable to post-war years, the findings of these two years have been summarized and are presented in this report.

The information secured by the first-year contacts with the 1939-40 and 1940-41 groups develops data that reflect "normal" pre-war conditions in 1940 and only slightly the beginning of the effect of the war in 1941. It is planned when the study is resumed to again contact these same youth for whom 1940 and 1941 information is available and endeavor to secure from them a record of what has happened to them throughout the war period. It is also planned to carry out the original five-year scope by contacting three additional classes after the war. The data from these groups will, of course, reflect the adjustment of high school graduates and drop-outs to post-war conditions. The final data developed by this study will, therefore, be of two distinct classes: that for the groups of the first two years, 1939-40 and 1940-41, reflecting the changes from pre-war, through war, and into the post-war conditions, and that for the last three groups, reflecting only vocational experience under post-war conditions.

At the time this study was being organized, a plan was evolved by the New York State Education Department for a follow-up study for the high schools of that State. Through the courtesy of Mr. George E. Hutcherson, a copy of the New York schedule was made available. Fourteen of the 26 questions on the Alabama schedule were made identical with those of the New York schedule, as it was felt it would be of interest and value to develop comparable data. A report entitled "Youth: The First Year Out of School" was issued October 1, 1942, by the State Education Department of New York. This states that it is, "a study based upon data obtained in January, 1941, from 7,233 youths who were graduated from or left high school during the year ending June, 1940, in 44 cities, villages, and school districts in the State of New York. . . the 44 schools cooperating included only nine of the 615 rural high schools in supervisory districts; no schools from the three largest cities of the State are included." In the tables presented in this report, comparable data from the New York report are given wherever possible.



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After High School--What?

Many high schools in Alabama, particularly those with small enrollment, keep in touch with their graduates in informal ways. Very few, however, have developed plans by which this information is put on record. Information as to the actual experience of Alabama youth in the transition from high school to adult life is not easily available. The Vocational Advisory Service of Alabama College felt, therefore, that it could render a needed service to the high schools of the State by developing a body of authentic information that covered the vocational experience of Alabama youth in the first few years after leaving high school. It was felt this information should include not only the facts of jobs secured, but also data as to how the youth regarded the high school preparation for these jobs. Since many boys and girls drop out of high school before graduation but meet the same vocational problems, this study includes both graduates and drop-outs. The schools of the future will probably increasingly accept vocational guidance for all students as a function and a responsibility. Such guidance can be given soundly only on the basis of factual knowledge. This report presents data that it is hoped will be useful to these ends.

POPULATION STUDIED

The Alabama schools chosen by the Vocational Advisory Service for its study were selected to represent the major types of background found in the State: a textile-industry town; a college town, which also includes a mining district; a "Black-Belt" town reflecting the older traditional civilization, which includes tenant farming; two rural high schools of different types; and a large high school in an industrial city. The large city high school had over half again as many graduates as all the five other high schools combined, and three times as many dropouts. In order to develop information not distorted by this one school, it was necessary to develop sub-summaries for the five town and rural high schools.

The senior high schools included in this study are:

Name of high school	Location	Population of Location	
		1930	1940
Coffeetown	Coffeetown, Alabama	not incorporated	250
Greensboro	Greensboro, Alabama	1,795	2,034
Holtville	Rt. 1, Deatsville, Alabama	rural--not located in a town	
Lanett	Lanett, Alabama	5,294	6,141
Montevallo	Montevallo, Alabama	1,245	1,490
Woodlawn	Birmingham, Alabama	259,678	267,583

In the two years of this study 1,233 graduates and 481 drop-outs from these six senior high schools were contacted—a total of 1,714. Replies were received from 991 graduates and 218 drop-outs, or a total of 1,209. This represents a return from 80.4 per cent of the graduates and 45.3 per cent of the drop-outs, and a total return of 70.5 per cent. (The second-year replies secured from the 1939-40 group in 1941 are not included in these figures, nor considered at all in this interim report.)

Of the 1209 included in this study 82 per cent had completed high school and 18 per cent had dropped out before graduation. Of the 218 drop-outs, 59 had completed the ninth grade; 81, the tenth grade; and 78 lacked only a year, or less, to graduate.

The record by schools of contacts and returns of schedules for the two-year period of 1939-40 and 1940-41 is as follows:

Table 1
Record by Schools of Contacts and Returns of Schedules

School	Contacted		Schedules Returned			
			Graduates		Drop-outs	
	Graduates	Drop-outs	Number	Per cent	Number	Per cent
Coffeeville.....	31	7	28	90.3	5	71.4
Greensboro.....	71	56	50	70.4	14	25.0
Holtville.....	121	17	63	52.1	2	11.8
Lanett.....	104	54	90	86.5	27	50.0
Montevallo.....	133	22	114	85.7	5	22.7
• Town and rural schools...	460	156	345	75.0	53	34.0
Woodlawn.....	773	325	646	83.6	165	50.8
Total.....	1233	481	991	80.4	218	45.3

PERIOD OF TIME SINCE LEAVING HIGH SCHOOL COVERED BY REPLIES

The information secured covers periods of from four months to a year after leaving school. The mailing of questionnaires in each of the two years was in October, but replies were accepted through the following January. Also mid-term graduates in February were contacted at the same time as May graduates. Drop-outs were of varying times throughout the school year. The element of number of months out of school was not considered of significance, since these same students were to be contacted again the following year to build up a continuous record for the total period of the study. In this interim report, however, this fact does have some bearing and should be kept in mind in interpreting the data.

OCCUPATIONS OF FATHERS AND MOTHERS

Information was secured on the occupations of fathers and mothers. Table 2 shows the occupations of fathers of graduates and drop-outs. These are grouped according to the classification of the *Dictionary of Occupational Titles*.*

*United States Department of Labor. *Dictionary of Occupational Titles*. Part II. Titles and Codes. U. S. Government Printing Office, Washington: 1939.

Table 2
Occupational Distribution of Fathers

Type of Work	Fathers of:		Total	
	Graduates	Drop-outs	Number	Per cent
Professional and managerial occupations..	111	21	132	10.9
Professional	51	5	56	4.6
Semi-professional	10	7	17	1.4
Managerial and official.....	50	9	59	4.9
Clerical and sales occupations.....	233	26	259	21.4
Clerical	98	14	112	9.3
Sales	135	12	147	12.1
Service occupations.....	54	6	60	5.0
Agricultural and related occupations.....	86	19	105	8.7
Craft and manual occupations.....	364	90	454	37.5
Manufacturing	142	39	181	15.0
Non-manufacturing	222	51	273	22.5
Unemployed, retired, or ill.....	20	4	24	2.0
Deceased	93	24	117	9.7
No reply.....	30	28	58	4.8
	991	218	1209	100.0

Occupations of Mothers

In 562 cases the occupation of the mother was stated as "housewife." To this number should probably be added all but a few of the 482 for whom no information was given, "housewife" apparently not always seeming an "occupation" to the youth who replied. There were 18 mothers who were reported as "unemployed or ill" and 29 mothers were deceased. Of the remaining 118 mothers, 29 worked in textile mills, 20 were engaged in office work, 14 were seamstresses, 11 in sales work, 8 were cafe managers, teaching and farming claimed 7 each, and 22 were engaged in 13 miscellaneous occupations including bus driver, printer, beautician, nurse, social worker, and postmaster.

AGE OF YOUTH AT TIME OF LEAVING HIGH SCHOOL

The age range of those included in this study was from 14 through 25; the range for girls was from 14 through 23, and for boys from 15 through 25. Table 3 shows the average ages when the youth left high school. The median age for all youth was 18, which was also the median for both girl and boy graduates and for boy drop-outs. The median age for girl drop-outs was 17.

Table 3
Average Age of Youth When They Left High School

	Graduates		Drop-outs	
	Girls	Boys	Girls	Boys
Town and rural schools.....	18.1	18.5	17.1	18.7
City school.....	18.0	18.4	17.2	17.9
General average.....	18.0	18.4	17.2	18.1

MARITAL STATUS

Twenty-eight boys and 100 girls were married at the time of filling out the questionnaire, and in addition two girls had been married but were separated from their husbands, and four girls and one boy had been divorced. These represent 11.2 per cent of the total which is much higher than the 2.6 per cent reported in the New York study as having assumed marital status. Twenty-seven of these marriages had taken place while the students reporting were still in high school, and 42 marriages had occurred within six months after leaving school.

OCCUPATIONAL STATUS

The replies to the question, "How are you *now* occupied?" revealed that for every 100 youth reported in this study 42 were employed for wages outside the home, 29 were securing further education, 14 were employed at home with or without wages, 3 were employed by federal relief agencies, 5 were in military or naval service, and 7 had been unable to locate a desired job. These data represent a simplification of the information reported as decisions were necessary by which the rather considerable number who were involved in more than one of the classifications of occupational status were assigned to a single status. "Employed for wages" took precedence over other classifications, except "in school full time" where part-time employment was for the purpose of maintaining the youth in school.

Table 4 shows the data on occupational status and the comparable percentages developed by the New York study.

Table 4
Occupational Status of Youth at Time Questionnaire returned

Nature of occupation	Town and rural schools	City school	Total Alabama		Total New York
			Number	Per cent	Per cent
In school full time.....	106	208	313	25.9	28.4
In school part time.....	12	25	37	3.1	4.8
Employed for wages outside home.....	147	361	508	42.0	40.9
Employed by federal relief agencies.....	16	14	30	2.5	5.0
Employed at home for wages.....	2	2	4	.3	1.8
Employed at home without wages.....	59	100	159	13.2	3.9
Operating farm or business for self.....	2	7	9	.7	.3
Unemployed	30	60	90	7.4	9.0
In military or naval service.....	25	30	55	4.6	3.1
Other .....	...	4	4	.3	1.1
No reply.....	...	...	....	.....	1.7
Total.....	398	811	1209	100.0	100.0

It is interesting to note the similarity between the occupational distributions of youth just out of high school in Alabama and New York which are commonly supposed to represent quite different conditions. In only one instance is there substantial disagreement between the Alabama and New York situations, that of "employed at home without wages." Table 5 reveals that the large Alabama number in this category is due to the girls in the study, and is no doubt a reflection of the tendency of the Southern girl to plan for matrimony rather than a job, and therefore to stay "at home" on leaving school. Fifteen per cent of the Alabama girl graduates were in this category, and 64 per cent of the girl drop-outs.

Table 5
Comparison of Occupational Status of Boys and Girls

Nature of occupation	Boys			Girls		
	Alabama		New York	Alabama		New York
	Num- ber	Per cent	Per cent	Num- ber	Per cent	Per cent
In school full or part time.....	148	25.4	30.8	202	32.3	36.4
Employed for wages (including federal relief agencies).....	311	53.3	49.7	227	36.3	41.5
Working for self or employed at home with or without wages.....	26	4.4	4.3	146	23.4	7.9
In armed forces.....	55	9.4	6.1	...	....	.1
Unemployed	44	7.5	7.1	46	7.4	10.7
Other or no reply.....	...	....	2.0	4	.6	3.4
Total.....	584	100.0	100.0	625	100.0	100.0

The continued similarity of the Alabama and New York findings when occupational status is analyzed for boys and girls separately gives further evidence that youth just out of high school in these widely separated geographical areas have occupational opportunities that are quite alike in broad classifications.

About 6 per cent fewer of the Alabama boys are able to, or do, continue in school and this difference is equally divided to augment "employed for wages" and "in armed forces." The percentages representing the boys who were unable to secure work and classed themselves as "unemployed" were practically the same in the two States.

The differences between the girls of Alabama and New York were much more marked than in the case of the boys. Only 4 per cent fewer Alabama girls than those of New York continued their education after high school, but whereas over half of the New York girls (52.2 per cent) were employed for wages or had been unable to locate a desired job, only 43.7 per cent of the Alabama girls apparently were interested in jobs, and 23.4 per cent were working, or living, at home, as compared with only 7.9 per cent of the New York girls.

FURTHER EDUCATION

Of the 350 youth whose occupational status in Table 4 is "in school" (full or part time), 332 were attending institutions of higher learning and 15 were pursuing other systematic study. Three did not give information on this point. In addition to these, 88 youth whose status in Table 4 is "employed" were also at the time of reporting engaged in some type of systematic study.

Table 6
Type of Institutions of Higher Learning Attended by Youth
Whose Occupational Status was "In School"

Type of institution	Town and rural schools	City school	Total Alabama		Total New York
			Number	Per cent	Per cent
College of liberal arts or science.....	67	153	220	18.2	9.7
Business college.....	19	28	47	3.9	6.5
Technical or trade school.....	6	17	23	1.9	3.3
Normal school or teachers college.....	4	...	4	.3	2.3
Nurses training school.....	6	6	12	1.0	2.2
Professional, or pre-law, pre-med.....	9	16	25	2.1	2.3
State agricultural schools.....	...	...	...	....	1.4
Other .....	...	1	1	.1	1.9
Total attending higher institutions....	111	221	332	27.5	29.6
No reply or not in higher institutions	287	590	877	72.5	70.4
Number of youth.....	398	811	1209	100.0	100.0

The large number of Alabama youth pursuing further education in "college of liberal arts or science" must not be interpreted to mean that the curriculum being followed was in all cases a liberal arts one. It was not possible to differentiate those following technical curricula from the others attending larger institutions offering all curricula.

Table 7 shows the systematic study not included in Table 6 being engaged in at the time of reporting by 103 youth (15 with status "in school part time" and 88 with status "employed" in Table 4), and also all study that had been completed, or dropped. In nine cases the same individual had undertaken systematic study of two types. Twenty youth who had completed or dropped some form of systematic study are now attending institutions of higher education so these are duplicated in Tables 6 and 7.

Table 7
Types of Systematic Study Engaged in by Alabama Youth
as Partial Occupation, or Completed, or Dropped

Type of institution	Partial Occupation	Completed or Dropped	Total Number
College of liberal arts or sciences.....	1	3	4
Business college.....	16	18	34
Technical or trade school.....	9	20	29
Normal school or teachers college.....	1	1	2
Nurses training school.....	1	..	1
Professional, or pre-law, pre-med.....	2	3	5
Evening school.....	32	20	52
Post-graduate high school.....	11	14	25
Apprenticeship training.....	17	6	23
Correspondence course.....	6	11	17
In-service training.....	6	..	6
Other — miscellaneous.....	1	..	1
Total types of systematic study.....	103	96	199

The New York study reported that 27.1 per cent of that group of youth had pursued systematic study other than full-time attendance in some higher institution of learning. This is considerably higher than the 190 Alabama youth covered in Table 7 who represent only 15.7 per cent of the Alabama youth studied.

WORK EXPERIENCE WHILE IN HIGH SCHOOL

Information was secured as to work experience while still in high school. Five hundred and thirty-four youth had held 860 jobs. Table 8 analyzes types of employment through which youth earned money while still in high school.

Table 8
Types of Employment Through Which Youth Earned Money
While Still in High School

Types of employment	Town and rural schools	City school	Total Alabama
Employed by NYA.....	64	77	141
Employed at home.....	13	23	36
Employed by father.....	40	37	77
Employed by business firm.....	148	397	545
In business for self.....	19	28	47
Other	5	9	14
Total jobs held while in high school.....	289	571	860

The 47 who claimed to have been "in business for self" presented an interesting list of activities. The 19 girls had taken care of children, done typing and mimeographing, taught music, performed as musicians and dancers for pay, done free lance art work, been amateur photographers, sewed, knitted, served as practical nurses, and set hair for their friends at a price. Some boys had also done typing and mimeographing, performed as musicians, and been free lance artists and photographers. One boy had been a dancing teacher, and another made picture frames, while others engaged in the more usual occupations of cutting grass, caddying, painting, bicycle and radio repair, selling Christmas cards, and a newspaper route. One boy had raised chickens and sold eggs.

An inquiry was included in the questionnaire as to the way in which the experience of earning money while still in high school had been of help on jobs held since leaving school. Table 9 shows the judgment of the 534 youth who had earned money both while in school and on jobs.

Table 9
Youth's Evaluation of Experience of Earning Money While Still in High School as Related to Jobs Held Since Leaving School

Evaluation of experience	Town and rural schools	City school	Total Alabama	
			Number	Per cent
Was direct training.....	40	76	116	21.7
Provided some direct training.....	32	56	88	16.5
Helped in general way only.....	53	151	210	39.3
No help at all.....	28	64	92	17.2
No reply.....	7	21	28	5.3
<hr/>				
Youth with jobs who earned money while in high school.....	166	368	534	100.0

JOBS HELD SINCE LEAVING HIGH SCHOOL

While only 551 youth had as their principal status that of being on a job (see Table 4), 38 youth in addition to carrying a full-time school course were also holding a job, so that 589 youth were earning money at the time of reporting. Of these, 404 were still on the first job they had secured while 185 were employed on other than first jobs.

First Jobs

Since leaving school, 770 youth had secured jobs, including 652, or 66 per cent, of the graduates, and 118, or 54 per cent, of the dropouts. Five hundred and thirty-three of these first jobs had been full-time and 225 part time, with 12 not replying on this point.

The length of service in the 366 first jobs no longer held is given in Table 10.

Table 10
Length of Service in First Jobs No Longer Held

Length of service	Graduates	Drop-outs	Total
Less than 1 month.....	48	4	52
1 month.....	60	11	71
2 months.....	43	6	49
3 months.....	65	7	72
4 months.....	38	5	43
5 months.....	16	5	21
6 months.....	14	2	16
7 months.....	7	2	9
8 months.....	2	1	3
9 months.....	1	1	2
10 months.....	1	5	6
No reply.....	16	6	22
<hr/>			
Youth who have left first jobs.....	311	55	366

The greater number of these short jobs were the 200 summer ones (in many cases given up to continue education), while 64 were largely in the spring, 38 in the autumn, and 44 in the winter. Twenty did not give any information on this point.

The chief help in obtaining their first employment according to the evaluation of the 744 youth who replied to this question is set out in Table 11. It should be noted that Alabama youth to a somewhat greater degree than those of New York credited school authorities with assistance in securing jobs, and that public employment services were used almost equally in the two states.

Table 11
**Evaluation of Youth as to Agency That Helped Most
in Obtaining First Job**

Agency	Town and rural schools	City school	Total Alabama		Total New York
			Number	Per cent	Per cent
Own effort.....	89	227	316	42.5	39.0
Member of immediate family....	64	82	146	19.6	14.2
Influence of a friend.....	41	100	141	19.0	21.0
School authorities.....	15	44	59	7.9	6.8
Influence of relatives.....	3	21	24	3.2	8.0
Public employment service.....	1	22	23	3.1	3.3
Commercial employment agency..	3	3	6	.8	1.2
Answer to advertisement.....	...	5	5	.7	2.9
Civil service examinations.....	1	3	4	.5	....
Other (such as NYA, YMCA)...	5	15	20	2.7	3.6
<hr/>					
Total youth replying.....	222	522	744	100.0	100.0

Classification of Jobs

The kinds of work experience obtained by Alabama youth during the first year out of high school are set out in Table 12. All jobs, both part-time and full-time, were grouped together according to the classifications of the *Dictionary of Occupational Titles*. The number of first jobs is automatically the same as the number of youth who had after-school work experience, but the 270 jobs other than first jobs had been held by only 224 youth. Of these, 182 youth had held two jobs; 38, three jobs; and 4, four jobs.

Table 12
Occupational Classification of Jobs Held by Alabama Youth
During First Year Out of High School

Types of work	First Job			Other than First Job			Total Jobs
	Girls	Boys	Total	Girls	Boys	Total	
Professional and managerial.....	2	21	23	1	4	5	28
Professional .....	..	2	2	...	...	...	2
Semi-professional	2	10	12	1	4	5	17
Managerial and official.....	...	9	9	...	...	...	9
Clerical and sales.....	206	169	375	79	63	142	517
Clerical and kindred.....	120	88	208	63	43	106	314
Sales and kindred.....	86	81	167	16	20	36	203
Service occupations.....	23	14	37	8	12	20	57
Domestic service.....	2	...	2	...	...	...	2
Personal service.....	21	11	32	8	9	17	49
Protective service.....	...	3	3	...	3	3	6
Building service.....	...	...	...	...	...	...	...
Agricultural and kindred.....	...	3	3	...	1	1	4
Agricultural, horticultural, and kindred.....	...	3	3	...	1	1	4
Fishery .....	...	...	...	...	...	...	...
Forestry .....	...	...	...	...	...	...	...
Craft and manual.....	51	225	276	6	77	83	359
(includes skilled, semi-skilled and unskilled)							
Manufacturing and related.....	46	118	164	5	32	37	201
Non-manufacturing (e.g. con- struction, transportation, communication, service).....	5	107	112	1	45	46	158
Federal relief agencies.....	32	10	42	8	4	12	54
No reply.....	6	8	14	3	4	7	21
Total jobs held.....	320	450	770	105	165	270	1040

The jobs which Alabama youth had held and which were classified under "professional and managerial" occupations included: camp counselor, laboratory assistant, draftsman, reporter, photographer, musical comedy dancer, and managers of a cafe, a garage, a feed store, an ice cream "parlor", a grocery department.

Stenographers far outnumbered other "clerical" jobs, with general office clerk, file and stock clerks, office boy, and cashiers next in order. One hundred eighty of the 203 "sales" jobs were "clerk in store", most of the other sales jobs being reported as salesman of some particular commodity, such as farm tools, Fuller brushes, newspapers, insurance.

In the "service" occupations the boys had mainly served as curb boys and "soda jerkers", and the girls as waitresses. Only three girls had been beauty parlor operators.

In "manufacturing" occupations the 66 textile mill workers were the only instance of a substantial number in a particular occupation. Other jobs varied from baker to blacksmith, electrician, lense grinder, linotype operator, machinist, sheet metal worker, wrapper, welder. In the "non-manufacturing" group, attendant at service station, construction laborer, lineman, mechanic helper, miner, telephone installer, and truck driver were the occupations in which more than five youth had engaged.

Table 13 sets up the comparison of types of jobs secured by youth in Alabama and New York during the first year out of high school.

Table 13

Comparison of the Occupational Classifications of Jobs Held by Youth in Alabama and in New York During the First Year Out of High School

Types of work	Per cent total jobs	
	Alabama	New York
Professional and managerial occupations..	2.7	2.0
Professional .....	.2	.6
Semi-professional	1.6	.9
Managerial and official .....	.9	.5
Clerical and sales occupations.....	49.7	43.4
Clerical and kindred.....	30.2	25.1
Sales and kindred.....	19.5	18.3
Service occupations.....	5.5	17.6
Domestic service.....	.2	6.0
Personal service.....	4.7	10.3
Protective service.....	.6	.9
Building service.....	....	.4
Agricultural, fishery, forestry, and kindred	.4	1.9
Agricultural, horticultural, and kindred..	.4	1.9
Fishery .....	....	....
Forestry .....	....	....
Craft and manual occupations (includes skilled, semi-skilled and unskilled).....	34.5	29.8
Federal relief agencies.....	5.2	2.6
No reply.....	2.0	2.7
	100.0	100.0

While differing judgments as to classifications under which jobs were placed may have some effect here, it is of marked interest that the same order holds in both States, with the exception of service occupations, for types of work secured by youth. This order in decreasing frequency is: (1) clerical and sales occupations; (2) craft and manual occupations; (3) professional and managerial occupations; and (4) agricultural and kindred occupations. The number engaged in service occupations in New York was proportionately over three times as great as in Alabama. Twice as large a proportion of Alabama youth secured jobs through Federal relief agencies as did youth in New York.

That high school graduation gives an advantage in securing the better types of jobs is indicated in the data presented in Table 14.

Table 14

Comparison of the Occupational Classifications of Jobs Held by Graduates and Drop-outs of Alabama High Schools

Types of work	Graduates		Drop-outs	
	Number	Per cent	Number	Per cent
Professional and managerial.....	27	3.1	1	.6
Clerical and sales.....	463	52.8	54	33.1
Service	42	4.8	15	9.2
Agricultural and kindred.....	4	.4	...	....
Craft and manual.....	278	31.7	81	49.7
Federal relief agencies.....	50	5.7	4	2.5
Information not given.....	13	1.5	8	4.9
Total Jobs.....	877	100.0	163	100.0

Full-Time Jobs

Of the 1040 jobs held, 749 were full-time and 273 were part-time. Eighteen youth did not supply this information. Table 15 shows that when first jobs are compared with other than first jobs there is an increased percentage of full-time jobs, indicating that youth were more able to secure full-time jobs when more experienced.

Table 15
Proportion of First and Other Jobs That Were Full-Time and Part-Time

Types of jobs	First Jobs		Other than First Jobs		Total Jobs	
	Number	Per cent	Number	Per cent	Number	Per cent
Full-time.....	532	69.1	217	80.4	749	72.0
Part-time.....	226	29.3	47	17.4	273	26.3
No reply.....	12	1.6	6	2.2	18	1.7
Total jobs.....	770	100.0	270	100.0	1040	100.0

An analysis of the 749 full-time jobs shows that these were held by 591 youth, as set out in Table 16. Youth are grouped according to locality of the high school which they had attended. While the size of the community is a factor governing availability of local jobs, in a number of cases the youth had left the community. Table 16 traces the experience of the graduates of high schools in varying size communities and does not set out the location of the actual jobs held. The groupings used are:

City—Woodlawn High School.

Town—Lanett High School.

Village—Greensboro High School and Montevallo High School.

Rural—Coffeetown High School and Holtville High School.

It should be kept in mind that Lanett is a textile mill town, where the mills are predominantly the source of jobs.

Table 16
Number of Youth Who Held Full-Time Jobs According to Locality of High School

Locality of high school	Number of Youth Who Held:				Total Youth	Total Full-time Jobs
	One job	Two jobs*	Three jobs*	Four jobs*		
City.....	253	136	28	4	421	552
Town.....	66	8	1	..	75	79
Village.....	48	8	2	..	58	66
Rural.....	23	9	5	..	37	52
Total.....	390	161	36	4	591	749

*In classifying as to number of jobs held, part-time jobs were included as well as full-time jobs.

Wages Earned

The median weekly wages earned on full-time jobs during the first year out of high school were \$12.60 for girls and \$16.37 for boys. The median wage of all full-time jobs was \$15.00. Table 17 sets out a summary of the wages earned.

Table 17
Weekly Wages Earned on Full-Time Jobs

Weekly wage	Full-time Jobs			
	Girls	Boys	Total	
			Number	Per cent
Less than \$5.00.....	8	2	10	1.3
\$ 5.00 to \$ 7.49.....	18	11	29	3.9
\$ 7.50 to \$ 9.99.....	20	11	31	4.1
\$10.00 to \$12.49.....	58	52	110	14.7
\$12.50 to \$14.99.....	65	68	133	17.8
\$15.00 to \$17.49.....	46	118	164	21.9
\$17.50 to \$19.99.....	16	67	83	11.1
\$20.00 to \$24.99.....	6	61	67	8.9
\$25.00 and over.....	6	83	89	11.9
No information.....	10	23	33	4.4
Full-time jobs.....	253	496	749	100.0

The median wages earned by graduates in Alabama and in New York were greater than those earned by both girls and boys who had not completed high school. The median wages for all groupings of girls in both States were considerably less than the corresponding median wages for boys. Table 18 sets out the median wages paid for full-time jobs in Alabama and in New York for both girl and boy graduates and drop-outs.

Table 18
Comparison of Median Wages Paid for Full-Time Jobs in Alabama and in New York

Group	Median Wage					
	Girls		Boys		All Youth	
	Alabama	New York	Alabama	New York	Alabama	New York*
Graduates.....	\$12.79	\$12.68	\$16.65	\$17.05	\$15.00	\$14.79
Drop-outs.....	\$12.00	\$10.40	\$16.00	\$16.02	\$15.00	\$13.09
Total.....	\$12.60	\$12.22	\$16.37	\$16.84	\$15.00	\$14.45

*Includes some persons now in school or employed part-time who had been previously employed on a full-time job.

Table 19 shows the variations in the median weekly wages paid for full-time employment to youth in the first, second, third, and fourth jobs held, according to locality of the high school the youth attended. The youth may have left this locality and the job may held be in another community. The number of cases from which the median is derived is shown in each instance in order to indicate that often the number involved is too small to justify any conclusions. However, except in the second job for the "rural" group, there is a consistent increase in the median wage as youth moved from one job to another.

Table 19
Median Weekly Wages for Full-Time Employment According
to Locality of High School Attended

Locality of high school	First Job		Second Job		Third Job		Fourth Job	
	Number	Median wage	Number	Median wage	Number	Median wage	Number	Median wage
City.....	349	\$15.00	149	\$16.00	28	\$17.25	3	\$30.00
Town.....	72	\$14.00	6	\$14.50	1	\$15.00	..	.....
Villages.....	57	\$12.60	6	\$13.75	1	\$23.25	..	.....
Rural.....	29	\$15.00	10	\$14.75	5	\$20.00	..	.....
No wage information.....	507	\$15.00	171	\$15.00	35	\$17.25	3	\$30.00
	25		6		2		..	
Total jobs.....	532		177		37		3	

The following data are quoted from the New York report:

Variations in Weekly Wages

Type of District	No. of youth	Median Weekly Wage		
		1st job	2nd job	3rd job
Cities.....	2602	\$13.62	\$14.33	\$14.42
Villages (over 4500).....	654	\$13.82	\$14.52	\$14.79
Rural high Schools.....	179	\$13.79	\$13.21	\$10.08
Total.....	3435	\$13.71	\$14.49	\$14.38

In comparing the Alabama and New York findings as to median wages caution must be observed as to the somewhat different bases on which the information is compiled. On the population basis, the "town" in the Alabama table compares with the "villages" of the New York study. The "rural high schools" of New York would include both the "villages" and "rural" of the Alabama table. The New York report states that its compilation covers "median weekly wage for full-time employment received by the youth reporting in cities, villages, and rural high school districts." This would indicate the New York youth were classified according to their locations at time of reporting, whereas the Alabama data follow through on the youth according to the locations of the high schools which they had attended.

Migration to Secure Jobs

The migration to secure jobs by Alabama youth who attended the five town and rural high schools included in this study is shown in Table 20. This includes all jobs, both full-time and part-time. Of the 167 jobs held in the home community, 148 were first jobs, 17 were second jobs, and 2 were third jobs. Of the 105 jobs for which youth migrated, 88 were first jobs, 18 were second jobs, and 7 were third jobs. The high degree to which the youth from Lanett High School remained in the community is explained by the general practice of working in the textile mills.

Table 20
Proportion of Jobs Held in Home Community
and in Other Communities

Locality of High School	Total Jobs	Jobs Held in Home Community						Jobs Held in Other Communities						No Reply
		Full-time		Part-time		Total		Full-time		Part-time		Total		
		Per		Per		Per		Per		Per		Per		
		No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	
Town.....	97	76	78.4	14	14.4	90	92.8	3	3.1	1	1.0	4	4.1	3
Villages....	104	30	28.8	28	26.9	58	55.7	36	34.6	9	8.7	45	43.3	1
Rural.....	76	10	13.2	9	11.8	19	25.0	41	54.0	15	19.7	56	73.7	1
Total.....	277	116	41.9	51	18.4	167	60.3	80	28.9	25	9.0	105	37.9	5

Reasons for Leaving Jobs

Of the 366 youth who had left their first jobs, 353 gave the chief cause for their doing so. These reasons are set out in Table 21. The "Miscellaneous" reasons in the Alabama listing included marriage, "home duties," military service, and moving out of town. The New York study apparently includes "Released" under "Miscellaneous."

Table 21
Chief Reasons for Leaving First Job

Reason for leaving	Alabama		New York
	Number	Per Cent	Per Cent
Slack business conditions.....	33	9.3	15.1
End of temporary job.....	63	17.9	28.6
Released for other reasons.....	11	3.1	....
To return to school.....	65	18.4	11.8
To take a better job.....	22	26.1	22.0
To look for a better job.....	12	3.4	3.2
Disliked the work.....	14	3.9	4.9
Too little pay.....	30	8.5	5.4
Poor working conditions.....	9	2.6	2.1
Ill health or accident.....	6	1.7	2.1
Miscellaneous	18	5.1	4.8
Total reporting reasons.....	353	100.0	100.0

Satisfactory adjustment to work activities by Alabama youth seems revealed by the above data, as only 18 per cent left jobs because of various causes of dissatisfaction. While the largest number, 30 per cent, were "let out" of these first jobs, an almost equal number, 26 per cent, went on to better jobs, and 18 per cent returned to school. Seven per cent left jobs for reasons beyond their control such as ill health, military service. The New York findings were similar in general, though differed in the separate breakdowns, particularly in those "let out."

Inquiry was also made in the questionnaire as to the chief reason for leaving the last job when more than one job had been held. The reasons given by 68 youth are set out in Table 22. These differ only very slightly from the reasons for leaving the first job.

Table 22
Chief Reasons for Leaving Last Job When More Than One Job Had Been Held

Reason for leaving	Number	Per Cent
Slack business conditions.....	6	8.8
End of temporary job.....	12	17.7
Released for other reasons.....	2	2.9
To return to school.....	13	19.1
To take a better job.....	18	26.5
To look for a better job.....	3	4.4
Didn't like work.....	5	7.4
Too little pay.....	3	4.4
Poor working conditions.....	1	1.5
Ill health or accident.....	3	4.4
Miscellaneous	2	2.9
Total reporting reasons.....	68	100.0

Value of Present Employment

A greater per cent of the Alabama than the New York youth felt the jobs they were holding provided experience and training for promotion. Also a larger proportion of Alabama youth were using a present job to provide money for further education. The fifteen per cent of New York youth who felt their present employment offered no help for advancement, and was therefore a "dead-end" job, contrasts sharply with the five per cent of Alabama youth who had this attitude. Perhaps the contrast here is merely one of optimistic thinking. Table 23 sets out these replies.

Table 23
Judgment of Youth as to Chief Value of Present Employment

Chief Value	Alabama		New York
	Number	Per cent	Per cent
Provide experience and training for promotion.....	287	56.6	49.0
Provide money for further education.....	147	29.0	22.6
Provide opportunity to demonstrate ability	50	9.9	11.5
Will not help advancement.....	23	4.5	15.1
Other miscellaneous replies.....	...	.....	1.8
Total expressing judgment.....	507	100.0	100.0

SCHOOL TRAINING FOR JOBS

While the evaluation of youth just a few months out of high school as to the extent school training had helped in succeeding on a job is not to be considered as in any sense conclusive, it does reflect the attitude of the youth towards the schools, and probably this attitude is also shared by parents. Table 24 sets out the replies received to this question from the 770 Alabama youth who had held jobs.

Table 24
Youth's Evaluation of the Extent to Which School Training Helped in Succeeding on a Job

Evaluation of training	Number of youth
Great help.....	402
Fair amount of help.....	192
Little help.....	69
No help.....	61
No reply to question.....	46
Total youth who had held jobs.....	770

Vocational Courses in High School

The 1209 youth covered by this study took 1842 "vocational" courses that were offered in their high schools. The courses taken and the extent to which these had been used on jobs in the opinion of youth are set out in Table 25.

Table 25
Vocational Courses Taken in High School
and Found Useful on Jobs

Vocational courses	Vocational Courses Taken		Vocational Courses Used on Jobs			
			Number		Per cent courses taken	
	Girls	Boys	Girls	Boys	Girls	Boys
Bookkeeping.....	209	125	64	34	30.6	27.2
Shorthand.....	245	47	93	12	37.6	25.5
Typing.....	353	158	146	57	41.4	36.1
Shop.....	14	248	3	106	21.4	42.7
Home Economics.....	324	17	45	2	13.9	11.8
Cosmetology.....	4	...	2	...	50.0	....
Salesmanship.....	26	31	10	20	38.5	64.5
Other.....	6	35	4	21*	66.7	60.0
Total.....	1181	651	367	252	31.1	38.1

*16 of these were "Textiles" at Lanett High School.

VOCATIONAL PLANS FOR THE FUTURE

In reply to the question, "Have you made a definite choice of a vocation?", 753 Alabama youth, or 62.3 per cent, stated they had done so, and all but two of these specified their choice. This compares with the 50 per cent of the New York study who reported they had made vocational plans and the 42.6 per cent who indicated the nature of their plans.

The percentages of the Alabama girls and boys in this study who had made a definite choice of a vocation are shown in Table 26 by high schools attended, and for graduates and dropouts.

Table 26
Percentages of Girl and Boy Graduates and Drop-outs who had made
Definite Choice of a Vocation, by High Schools Attended

High School	Girl Graduates	Boy Graduates	Girl Drop-outs	Boy Drop-outs	Total
Coffeeville.....	75.0	75.0	100.0	0.0	69.7
Greensboro.....	71.4	54.5	62.5	0.0	57.8
Holtville.....	76.5	79.6	100.0	100.0	73.8
Lanett.....	64.2	48.6	45.5	50.0	55.6
Montevallo.....	79.0	59.6	0.0	25.0	68.1
Woodlawn.....	64.1	63.4	32.5	61.0	61.5
All youth.....	69.4	62.1	37.7	53.6	62.3

It is not surprising to find that Holtville rates highest in the per cent of former students who had made definite vocational choices, since this experimental school has built its program in terms of the needs of the people it serves. The low per cent for Lanett High School rather indicates that though its students to a high degree (see Table 20) enter into work in the textile mills, they do so through general social pressure rather than as a matter of individual planning.

Help in Reaching Decision as to Vocation

The distribution of replies as to what person or influence had helped most in reaching a definite decision as to a vocation is found in Table 27. Twenty Alabama youth did not reply to this question. That youth are willing to assume responsibility for making decisions is indicated by the fact that both in Alabama (6.0 per cent) and in New York (7.6 per cent) they went beyond the classifications set out on the questionnaire in this connection and wrote in a statement that they had been personally responsible for their vocational

decisions. It is interesting to note that a greater per cent of the Alabama youth than those of New York credit the school-related influences (teachers, principal, counselor, and courses studied) with help in vocational planning, 17.5 per cent as against 14.9 per cent.

Table 27
Chief Help in Vocational Planning

Person or influence	Alabama		New York*
	Number	Per cent	Per cent
Parents.....	222	18.5	28.1
Other relatives.....	44	3.6	2.3
Friends.....	87	7.2	5.5
Teachers.....	50	4.1	3.6
School Principal.....	15	1.2	0.8
School Counselor.....	4	.3	1.1
Courses studied.....	144	11.9	9.4
Something read.....	48	4.0	2.6
Employer.....	38	3.1	3.1
Own decision.....	72	6.0	7.6
Other.....	8	.7	1.2
Total reporting help in reaching decisions.....	733	60.6	65.3*

*The New York report includes here some who had NOT made decisions as to vocational plans for the future but who had held jobs and "reported the person or influence that had helped them most in making vocational decisions."

When Decision on Vocation Was Made

A surprising number of Alabama youth had vocational plans of long standing, at least in their own present opinion. Table 28 sets out the replies to the question, "When did you definitely decide on your plans for a vocation?"

Table 28
Time at Which Vocational Decision Was Made

Time of decision	Girl Graduates	Boy Graduates	Girl Drop-outs	Boy Drop-outs	Total	
					No.	Per Cent
Always planned for this vocation....	62	37	10	19	128	17.0
Decided in elementary school.....	30	22	2	3	57	7.6
Decided in junior high school.....	51	31	6	4	92	12.2
Decided in senior high school.....	119	98	12	9	238	31.6
Decided after leaving high school....	94	102	10	23	229	30.4
No reply.....	4	3	..	2	9	1.2
Total youth with vocational choice	360	293	40	60	753	100.0

Motive in Choosing Vocation

The replies to a question as to the chief motive in choosing the vocation reveal that personal self-expression seems important in the thinking of Alabama youth. Table 29 classifies these replies separately for boys and girls.

Table 29
Chief Motive in Choosing Vocation

Motive	Girls	Boys	Total
Fame.....	...	1	1
Social standing.....	2	2	4
Service to humanity.....	64	33	97
Good financial rewards.....	30	60	90
Use of special talent or interest.....	116	125	241
"Like it".....	19	16	35
Means of earning a living.....	156	111	267
Other motives.....	7	1	8
No reply.....	6	4	10
Total youth with vocational choice.....	400	353	753

Occupations Selected for Vocations

What were the occupations that these 753 Alabama youth had decided they wanted to follow? A total of 137 different occupations were named. Occupations mentioned more than ten times were: physician, nurse, social worker, housewife, teacher, musician, commercial artist, journalist, stenographer, office clerk, salesman, cosmetologist, mechanical engineer, electrical engineer, aeronautical engineer, airplane mechanic, aviator, electrician, and machinist. Table 30 classifies these chosen occupations and contrasts the choices made in Alabama and New York.

Table 30
Vocational Plans of Youth

Type of work	Alabama		New York
	Number	Per cent	Per cent
Professional and managerial occupations..	352	46.9	45.0
Professional	276	36.8	32.5
Semi-professional	60	8.0	10.8
Managerial and official.....	16	2.1	1.7
Clerical and sales occupations.....	222	29.6	24.2
Clerical	195	26.0	22.9
Sales	27	3.6	1.3
Service occupations.....	59	7.8	5.8
Agricultural and related occupations.....	2	.3	1.7
Craft and manual occupations.....	116	15.4	23.3
Manufacturing	60	8.0	21.7
Non-manufacturing	56	7.4	1.6
Total with chosen occupation.....	751	100.0	100.0

Considerable similarity of thinking among the youth of Alabama and New York as regards desirable occupations is indicated in Table 30. Approximately the same proportion in the two states is interested in professional and managerial occupations, a much larger proportion than will ever be able to realize these ambitions. The smaller number in Alabama interested in craft and manual occupations is a reflection of the general lack of such opportunities in Alabama together with the fact brought out in Table 26 that the youth in the textile manufacturing town did not indicate mill work as their chosen occupation. The extreme lack of interest in agriculture among Alabama youth is a disturbing revelation.

Ideal Occupation

From the Alabama questionnaires, besides the information as to definite choice of a vocation, data were secured regarding the "ideal occupation." The question asked was, "Regardless of available opportunities, what kind of

work would you most like to do?" The replies received indicate the prevalence of the unwholesome attitude that considers the professional and clerical-sales occupations as quite the most desirable. Occupations in this listing that were mentioned more than ten times are: physician, nurse, dietitian, "home economics work," teacher, housewife, social worker, athletic director, musician, commercial artist, journalist, lawyer, Civil Service worker, stenographer, typist, office clerk, bookkeeper, clerk in store, salesman, cosmetologist, telephone operator, draftsman, aviator, civil engineer, mechanical engineer, electrical engineer, machinist, electrician, mechanic, and airplane mechanic.

Table 31 compares the definite choice of a vocation by 751 Alabama youth with the "ideal occupation" of the 920 youth who expressed their preferences.

Table 31
Comparison of Definite Choice of a Vocation
With Ideal Occupation

Type of Work	Number		Per Cent	
	Definite Choice	Ideal Occupation	Definite Choice	Ideal Occupation
Professional and managerial occupations..	352	443	46.9	47.6
Professional	276	340	36.8	36.5
Semi-professional	60	92	8.0	9.9
Managerial and official.....	16	11	2.1	1.2
Clerical and sales occupations.....	222	314	29.6	33.8
Clerical	197	255	26.0	27.4
Sales	27	59	3.6	6.4
Service occupations.....	59	38	7.8	4.1
Agricultural and related occupations.....	2	4	.3	.4
Craft and manual occupations.....	116	131	15.4	14.1
Manufacturing	60	62	8.0	6.7
Non-manufacturing	56	69	7.4	7.4
	751	930	100.0	100.0

YOUTH'S EVALUATION OF SCHOOL SUBJECTS

While youth out of high school only a year, or less, are hardly in a position to have very valid opinions as to the usefulness of subjects studied in high school, nevertheless youth's judgment of the relative value of the offerings of the curriculum may well be taken into account. It is also true, of course, that the value of any particular subject depends on the individual and on his plans, and that the manner in which a subject is taught can make it more or less helpful. In response to the question, "What subjects studied or activities in high school have helped you in your college work or on your job?", the data presented in Table 32 were secured.

Six of the subjects mentioned among the ten most helpful were also included among the ten mentioned most frequently as least helpful. These were: bookkeeping, chemistry, general science, history, home economics, and mathematics. English far out-stripped all others in heading the list of the most useful, as did history the least useful. In connection with the adverse valuation of history, consideration should be given to the fact that probably in most high school curricula some course in history is required, or taken, so that more students had experience with this subject than the other subjects felt least useful. However the extent of the reaction here should give history teachers food for thought.

Table 32
Frequency of Mention of Ten Subjects in High School Curriculum
Considered Most and Least Helpful

Subject	Most Helpful (total mention—2330)			Least Helpful (total mention—1030)		
	Frequency of mention	Per cent total mention	Rank in mention	Frequency of mention	Per cent total mention	Rank in mention
English.....	543	23	1			
Mathematics.....	373	16	2	61	6	3
Typewriting.....	223	9	3			
Stenography.....	119	5	4			
Bookkeeping.....	99	4	5	30	3	10
History.....	90	4	6	317	31	1
Chemistry.....	77	3	7	40	4	6
Science (general)..	77	3	8	83	8	2
Vocational subjects	73	3	9			
Agriculture 4.....						
Shop 68.....						
Home Economics...	66	3	10	43	4	4
Biology.....				41	4	5
Geometry.....				35	3	7
French.....				33	3	8
Spanish.....				33	3	9

Tables 33 and 34 present comparisons of the findings as to the ten subjects rated as most and least helpful in Alabama and New York.

Table 33
Comparison of the Ten High School Subjects Rated as Most
Helpful by Alabama and New York Youth

Subject	Rank		Per cent total mention	
	Alabama	New York	Alabama	New York
English.....	1	1	23	20
Mathematics.....	2	2	16	10
Typewriting.....	3	3	9	6
Stenography.....	4	5	5	4
Bookkeeping.....	5	9	4	3
History.....	6	4	4	5
Chemistry.....	7	6	3	4
Science (general).....	8	8	3	4
Vocational subjects.....	9	7	3	4
Home Economics.....	10		3	
Mechanical drawing.....		10		3

Table 34
Comparison of the Ten High School Subjects Rated as Least
Helpful by Alabama and New York Youth

Subject	Rank		Per cent total mention	
	Alabama	New York	Alabama	New York
History.....	1	1	31	20
Science (general).....	2	4	8	5
Mathematics.....	3	7	6	4
Home Economics.....	4		4	
Biology.....	5		4	
Chemistry.....	6		4	
Geometry.....	7		3	
French.....	8	2	3	7
Spanish.....	9		3	
Bookkeeping.....	10		3	
Latin.....		3		6
English.....		5		5
Algebra.....		6		4
Geometry.....		8		3
Foreign language.....		9		3
Stenography.....		10		2

Regret for Subjects Not Studied

Inquiry as to whether the offerings in high school were meeting the needs felt by youth, as well as to whether youth felt satisfied with the preparation secured in high school was made through the question, "What subjects (whether given at your high school or not) do you regret not having studied in high school?" Table 35 sets out all subjects that were mentioned more than twenty times.

Table 35
Subjects Youth Regretted Not Having Studied in High School

Subject	Times Mentioned	
	Number	Rank
Algebra.....	20	17
Biology.....	26	14
Bookkeeping.....	154	2
Chemistry.....	71	4
English.....	21	15
Foreign language.....	29	12
French.....	21	16
Geometry.....	78	3
Home Economics.....	29	13
Latin.....	49	7
Mathematics.....	39	9
Physics.....	55	5
Shop.....	38	10
Shorthand.....	203	1
Spanish.....	30	11
Speech.....	54	6
Trigonometry.....	40	8

An analysis of the reasons given for regret for not having studied in high school the subjects set out in the question summarized in Table 35 is presented in Table 36.

Table 36
**Reasons for Regret for Not Having Studied
Certain Subjects in High School**

Reason for regret	Times Mentioned		
	Girls	Boys	Total
Need in college.....	167	142	309
Need in my job.....	60	115	175
Personal use or interest.....	88	48	136
Required for job I would like.....	62	41	103
Useful in any kind of work.....	48	54	102
More jobs available with this skill.....	59	36	95
Aid in getting job.....	49	42	91
Help in future job.....	24	20	44
Need to meet people more easily.....	13	19	32

ADDITIONAL SCHOOL HELP WANTED BY YOUTH

In response to the query, "In what ways could your school have helped you more?" 988 replies were received. In some cases in the replies from Alabama youth several suggestions were made by the same person; many did not answer this question. The replies received are summarized in Table 37.

Table 37
Areas in Which Youth Felt Additional Help Might
Have Been Given by School

Area	Alabama		New York
	Number	Per cent	Per cent
More specific training for a job.....	240	24.3	35.8
More specific advice on social living.....	91	9.2	9.5
More instruction on how to get a job.....	143	14.5	14.8
More specific advice in planning further education.....	260	26.3	27.2
Opportunity to return to a public school for further training.....	198	20.0	12.7
Other—curricular improvements, etc.....	56	5.7	....
Total	988	100.0	100.0

CONCLUSIONS

While the six Alabama schools included in this study are representative of the principal types of background found in the State, they are not a statistical sampling of the Alabama school population, and the data developed should be interpreted with this understanding. Similarly the New York report states, "The schools cooperated on a voluntary basis; no scientific attempt was made to obtain a truly representative sampling."

The experience of Alabama youth during the first year out of high school in 1939-40 and in 1940-41 is so generally verified by similar experience of youth in New York in 1939-40 that the data developed for these years may be used in the future as a basis against which to compare the experience of Alabama youth in the postwar world.

That Alabama youth, in spite of the work experience of their parents, to such a large extent think in wishful terms of entering the professional and managerial occupations offers a challenge to the schools to develop more realistic attitudes. Only 11 per cent of their fathers were in professional and managerial fields of work, but 47 per cent of Alabama youth had chosen occupations in these fields as their own objectives, and 48 per cent regarded these fields as offering the "ideal" occupation."

That 29 per cent of Alabama youth, as contrasted with 33 per cent in New York, continued their education after leaving high school is evidence that capable Alabama youth are assuming their responsibility to train for leadership.

Of social significance also is the fact that in the period 1939-41 46 per cent of Alabama youth found employment for wages in the first year out of high school, while only 7 per cent were unable to locate a desired job.

That a considerably smaller proportion of Alabama youth than New York engage after high school in systematic study other than attendance at higher institutions of learning may indicate lack of opportunity for such further training, and suggest research to determine the relative needs for such types of further educational opportunity after high school. Twenty per cent of the replies from Alabama youth as to areas in which it was felt additional help might have been given by the schools indicated a desire for an opportunity to return to a public school for further training.

The use by youth of the public employment service, at the time of this study, had not developed to the extent that would seem possible and desirable.

Alabama youth covered by this study, as was also the case in the New York study, credit the schools to only a small degree with assistance in securing jobs. It is likely that in his desire to feel the job was secured by his "own efforts" many of these youth discounted the actual assistance rendered by the school. However, if the schools accept this as a function, it would appear only a beginning has been made in rendering this service.

The kinds of jobs that Alabama youth secured in the period 1939-41 during the first year out of high school covered almost all occupational classifications. As was to be expected, the fields of easiest entry were the clerical and sales, in which both girls and boys were found in considerable numbers, and the craft and manual occupations, in which the largest number of boys found jobs. There was evidence of vocational advantage in graduation from high school, both in types of jobs secured and in wages earned. The median wages earned by girls were considerably lower than those earned by all groupings of boys, but some girls reached as high wages as did boys, indicating that opportunities are open to girls with high initiative.

The training given in the rural schools was as sound preparation for jobs as training secured in the larger schools according to evidence of wages earned. However, rural youth had to leave the community to a large extent in order to secure their jobs.

In only a few cases did as many as half of those who had taken "vocational" courses in high school find these useful on jobs secured the first year out of high school. The average was around 38 per cent for both girls and boys. This may mean simply a postponement of opportunity to use this specialized training, but also it may indicate that more careful counseling is needed.

A high evaluation of the usefulness of "general" education was evidenced by the fact that of the nine subjects in the high school curriculum mentioned as the most helpful by both Alabama and New York youth, five were basic subjects, namely, English, mathematics, history, chemistry, and general science. Also of the ten subjects mentioned most frequently by Alabama youth who regretted not having studied these in high school, six were "liberal", namely, chemistry, geometry, Latin, mathematics, physics, and trigonometry. Predominantly these were "regretted" by youth who went on to college, but this was not entirely the case. Replies to this question are weighted by college youth because youth who did not continue their education tended to fail to reply. The implication here would seem to be that those advising students as to courses to be elected in high school should take future plans into consideration so as to insure the sound basic preparation needed for these. In both Alabama and New York over one-fourth of the suggestions by youth as to ways in which their schools could have helped them more related to the need for more specific advice in planning further education.

That 62.3 per cent of the Alabama youth studied stated they had made a definite choice of a vocation reveals a purposefulness that is reassuring. That 20 per cent of those reporting help in reaching this decision credited "courses studied" as the chief help indicates that, for these at least, school work had a vital relation to vocational future. Since approximately 70 per cent of the youth in Alabama ended their formal education with high school, it would seem to be a responsibility of the high school to give vocational guidance to all of those for whom there is an immediate decision as to the work contribution to be made in the adult world. New York youth rated more specific training for a job as the area in which additional help was most desired from their schools. Youth in Alabama desired help in this connection to an almost equal degree as help in planning further education. For many of the Alabama youth no doubt these two areas were overlapping.

